

# Making Behavior Interventions Happen

Focus session!

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# Agenda

- Introduce everyone to Derrick
  - Brief details on case
  - Hypothesis → Intervention development
- Cheat Sheet development
- Treatment fidelity assessment
- Action and Coping Planning

# Case study

- **Derrick:** 11 yo, 6th grade, not identified
- **On-grade** based on recent benchmarks
- Referred by Mrs. Washington (Math teacher) to SST for concerns of **disruptive behavior**, other teachers agree
  - “He’ll groan loudly, talk in baby talk, play with things like pens or materials, kick desks, and walk around the room.”
  - “It usually happens when I’m at the board or working with another student for a while.”
  - “It doesn’t happen when our rotating para is in the room.”
  - “When he does it, it’ll last until I come over and help him with whatever we’re working on.”

# Case study

- **During SST**

- Chat with Mrs. Washington, other team members
- Discuss comments and feedback
- Consult Student-To-Intervention Matching System (SIMS)
- Agree that Tier 2 is most appropriate right now

- **Potential function**

- Obtain attention!

# Case study

- **Check-In Check-Out! (CICO)**

- “Tier 2” intervention
- Most appropriate for kids with attention-maintained behavior, especially adult attention

1. Check in with **mentor** in morning
2. After each period/activity, **check in with teacher** and receive specific feedback, praise, and points on CICO form.
3. Check out with **mentor** at end of day
4. **Parent** signs, gives positive feedback

# Why this intervention?

- **Student-level characteristics**

- Derrick's behavior is moderate, not severe
- We know it can get better
- Seems to be attention-maintained

- **School-level characteristics**

- Barb, the math specialist, has been interested in doing CICO since she learned about it at a training.
- Derrick and Barb have worked together a few times during push-in supports; Derrick seems to like her.

# Our next steps

- Break intervention down into steps
- Meet with implementer to do:
  - Action Planning (will these steps work?)
  - Coping Planning (what are the barriers?)
- Develop cheat sheet
- Develop form for measuring fidelity

# Intervention steps

- **We break CICO down and come up with the following steps**

ONCE

1. Conduct orientation to CICO with Barb (mentor)
2. Check-in with mentor at start of day
3. Period 1 teacher provides feedback at end of period
4. Period 2 teacher provides feedback at end of period
5. Period 3 teacher provides feedback at end of period

DAILY

6. Lunch monitor provides feedback at end of lunch
7. Period 5 teacher provides feedback at end of period
8. Period 6 teacher provides feedback at end of period
9. Period 7 teacher provides feedback at end of period
10. Check-out with mentor at end of day



# Discussion #1 - questions

- How could you most efficiently get information on where/when this intervention will break down in a middle-school setting?
- What revisions would you anticipate needing to make during Action Planning for a CICO intervention in middle school?
- What types of barriers might you expect to find during Coping Planning, and how might you address those?

10 min

# Action Planning

- We task analyze CICO for Derrick and come up with the following:

ONCE

1. Conduct orientation to CICO with Barb (mentor) *Include home-room teacher*
2. Check-in with mentor at start of day *Provide Derrick with any materials*

DAILY

3. Period 1 teacher provides feedback at end of period
4. Period 2 teacher provides feedback at end of period
5. Period 3 teacher provides feedback at end of period
6. Lunch monitor provides feedback at end of lunch *Remove this (lunch is fine for D)*
7. Period 4 teacher provides feedback at end of period
8. Period 5 teacher provides feedback at end of period
9. Period 6 teacher provides feedback at end of period
10. Check-out with mentor at end of day

# Coping Planning

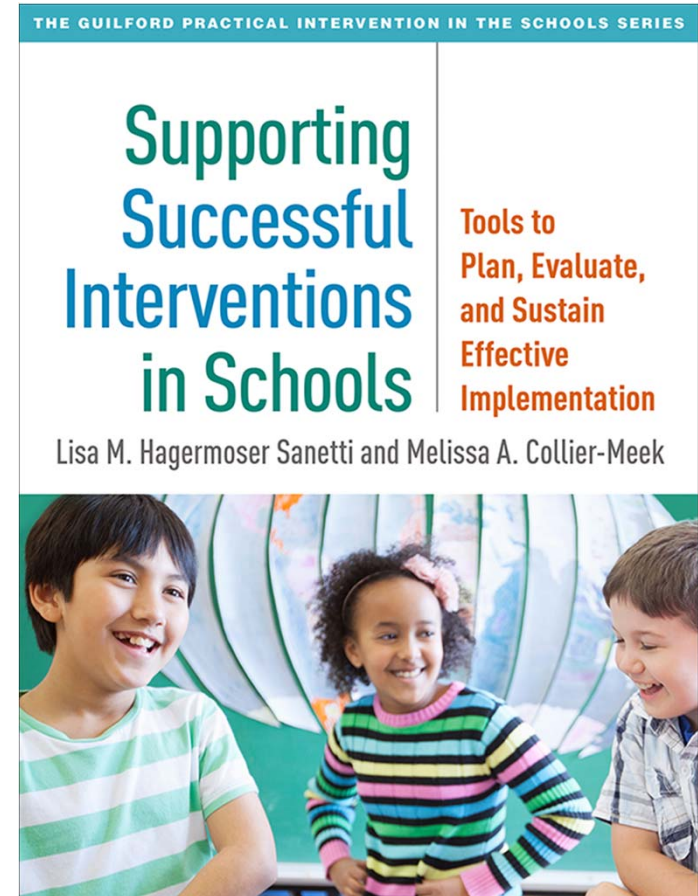
- **Barrier #1:** Derrick leaves early on Thursdays, won't be able to do check-out with mentor or get feedback for Period 7
  - *Ask Period 6 teacher to do check-out for Derrick. If agrees, make that the plan for every Thursday. If doesn't agree, skip check-out on those days.*
- **Barrier #2:** Barb is on a district leadership committee and is absent for a day once every two weeks or so.
  - *Consult with Barb to see if she knows anyone who could step in on those days. If not, Derrick will do check-in and check-out with home room teacher.*

# Research-based resources

- Highly recommend this book for people interested in planning for successful implementation →



(Fallon, Collier-Meek, Sanetti, Feinberg, & Kratochwill, 2016; Sanetti & Collier-Meek, 2015; Sanetti, Collier-Meek, Long, Byron, & Kratochwill, 2015; Sanetti, Collier-Meek, Long, Kim, & Kratochwill, 2014; Sanetti, Williamson, Long, & Kratochwill, 2017)



# Now what?

- We've got the plan hammered out, so now let's:
  - Develop intervention materials based on the agreed-upon shape of the intervention
  - Develop a quick cheat-sheet
  - Develop a form for measuring treatment fidelity

# Hawkins Mad Scientists! ::: CICO form

Name: \_\_\_\_\_ Today's goal: \_\_\_\_\_

Date: \_\_\_\_\_ Student signature: \_\_\_\_\_

## Check In

☐ Pen/Pencil

☐ Paper

☐ Agenda

☐ Parent signature

\_\_\_\_\_  
Mentor Initials

Expectation	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
<i>Be safe</i>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<i>Be responsible</i>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<i>Be respectful</i>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<i>Work completion</i>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total							
Teacher initials							
Student initials							
<b>WOW!</b> comments							

**0 = Did not** meet expectation

**1 = Sometimes** met expectation

**2 = Always** met expectation

Daily point total → \_\_\_\_\_ / 56 = \_\_\_\_\_ x 100 = \_\_\_\_\_ (Daily Point %)

Parent signature: \_\_\_\_\_

Parent vows: \_\_\_\_\_

\_\_\_\_\_

## Check Out

☐ Form copied

☐ Agenda

☐ % calculated

☐ Homework

\_\_\_\_\_  
Mentor Initials

# Discussion #2 - questions

- What information will be important to include on a cheat sheet? What might **not** be happening that wouldn't be reflected on the CICO form?
- Who should the cheat sheet be provided to?
- How would you introduce the cheat sheet to teachers?

10 min

# CICO Checklist for Ms. Hamilton

## Week of \_\_\_\_\_

Day	Throughout class, did I...		At the end of class, did I...		
	Catch him being good?	Provide nonverbal prompts?	Score the sheet?	Provide specific praise?	Provide specific feedback?
	<i>"Groups A and B have made really good progress on their worksheets."</i>	<ul style="list-style-type: none"> <li>- Thumbs up</li> <li>- Smile and nod</li> </ul>	<ul style="list-style-type: none"> <li>1. Circle score for all four behaviors</li> <li>2. Write initials</li> <li>3. Write comments</li> </ul>	<i>"I really appreciate how you asked for help from your group-mate before raising your hand."</i>	<i>"I think that, tomorrow, you can get through the activity without any call-outs. Can we set that as our goal?"</i>
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					



## CICO Checklist for Ms. Hamilton

Week of 2/8/18

Day	Did I...		
	Score the sheet?	Provide specific praise?	Provide specific feedback?
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	n/a (great day!)
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Discussion #3 - questions

- What components of the plan should be monitored?
- What aspects of treatment fidelity should be measured (adherence, quality, exposure)?
- How would you talk to the person implementing the intervention about periodic observations of their implementation?

10 min

# SST discusses what should be on form...

Step	Considerations
1. List steps	Already done from Action and Coping Planning! Know we care about adherence and quality (maybe less exposure?).
2. Observation method	Since this is the first time school has used CICO, let's do periodic direct observations (once a week to start).
3. Rating options	During direct observations, could measure both adherence and quality. Adherence is prob 1/0, but 2/1/0 for Quality?
4. Put form together	Need: rater name, week/day ratings took place, definitions for ratings on Adherence and Quality, and list of steps next to places to rate Adherence and Quality.

## Check-In-Check-Out for Derrick Implementation Fidelity Checklist

Rater name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>1 = Happened</b> <b>0 = Didn't happen</b>	<b>2 = Included specific praise, scoring sheet, and specific feedback if necessary</b> <b>1 = Lacked one of the following: specific praise, scoring sheet, or feedback if necessary</b> <b>0 = Sheet was scored, but no feedback was provided</b>
<b>Step</b>	<b>Did it happen?</b>	<b>What did it look like?</b>
1. Check in with mentor at start of day		
2. Period 1 teacher provides feedback		
3. Period 2 teacher provides feedback		
4. Period 3 teacher provides feedback		
5. Period 4 teacher provides feedback		
6. Period 5 teacher provides feedback		
7. Period 6 teacher provides feedback		
8. Period 7 teacher provides feedback		
9. Check out with mentor at end of day		

NA = no opportunity for step to happen OR no opportunity to observe

# Discussion #4 – resource sharing

- 20 minutes to discuss and share resources and information on your own
- Use structured notes form as you see fit